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ABSTRACT

This guide provides information on the benefits of afterschool programs and the qualities of good after school programs. Afterschool programs reduce the risk of juvenile delinquency, substance use, and violent crime victimization. Children involved in quality programs decrease their chances of dropping out, earn higher grades, and develop better social skills. The qualities that comprise a good after school program include: clear goals; strong management; committed staff; strong community support; and attention to safety and health issues. Five programs that exemplify many of these traits include: (1) Community Collaboration for Education Enrichment (CCEE), San Antonio, Texas; (2) Lake County Teen Connection, Upper Lake, California; (3) Boys Harbor: The Harbor for Boys and Girls, East Harlem, New York; (4) Proyecto Sano y Salvo (Project Safe and Sound), Tucson, Arizona; and (5) Summer Transition, Little Rock, Arkansas. (SWM)

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After-School Programs:
Keeping Children Safe and Smart

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After-School Programs:
Keeping Children Safe and Smart

U.S. Department of Education

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Introduction

The Need for After-School Programs

Today, more than 28 million school-age children have parents who work outside the home. An estimated five to seven million, and up to as many as 15 million "latch-key children" return to an empty home after school. When the school bell rings, the anxiety for parents often just begins. They worry about whether their children are safe, whether they are susceptible to drugs and crime.

In response to this pressing concern, many communities have created after-school programs to keep children and youth out of trouble and engaged in activities that help them learn. Almost 100 percent of people polled in a recent survey agreed that it is important for children to have an after-school program that helps them develop academic and social skills in a safe and caring environment.

However, a chronic shortage of quality after-school programs exists. According to parents, the need far exceeds the current supply. One recent study found that twice as many elementary and middle school parents wanted after-school programs as were currently available.

After-school programs provide a wide array of benefits to children, their families, schools, and the whole community. This report, jointly authored by the U.S. Departments of Education and Justice, focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.

Helping Children to Succeed

First and foremost, after-school programs keep children of all ages safe and out of trouble. The after-school hours are the time when juvenile crime hits its peak, but through attentive adult supervision, quality after-school programs can protect our children. As this report shows, in communities with comprehensive programs, children are less likely to commit crimes or to be victimized, and are less likely to engage in risky behavior such as drug, alcohol and tobacco use.

After-school programs also can help to improve the academic performance of participating children. For many children, their reading and math scores have improved, in large part because after-school programs allow them to focus attention on areas in which they are having difficulties. Many programs connect learning to more relaxed and enriching activities, thereby improving academic performance as well.

After-school programs also contribute to raising children's self-confidence as well as academic performance. Both teachers and parents report that children who participate in after-school programs develop better social skills and learn to handle conflicts in more socially acceptable ways. Children indicate that they have higher aspirations for their future, including greater intentions to complete high school and attend college.

Families able to enroll their children in good programs indicate that their children are safer and more successful in school. These families also develop a greater interest in their child's learning. In addition, children develop new interests and skills and improve their school attendance.

In many cases, communities have come together to improve the availability of after-school programs. Partnerships among schools, local governments, law enforcement, youth- and community-based organizations, social and health services, and businesses have resulted in a number of high-quality after-school programs. These partnerships foster a greater volunteer spirit and provide opportunities for parents and other adults to participate in program activities.

From school to school, neighborhood to neighborhood, and community to community, every after-school program is different. Successful programs respond to community needs: their creation is the result of a community effort to evaluate the needs of its school-age children when school is not in session.

For many children in neighborhoods across America, after-school programs provide a structured, safe, supervised place to be after school for learning, fun, and friendship with adults and peers alike. This report will share some of those places with you.

The Potential of After-School Programs

Keeping Children on the Right Track

Preventing Crime, Juvenile Delinquency, and Violent Victimization

The rate for juvenile crime peaks in the after-school hours. About 10 percent of violent juvenile crimes are committed between 3 p.m. and 4 p.m. Children are also at a much greater risk of being the victim of a violent crime (murder, a violent sex offense, robbery, or assault) after the school day, roughly 2 p.m. to 6 p.m.

By offering children rewarding, challenging, and age-appropriate activities in safe, structured and positive environments, after-school programs help to reduce and prevent juvenile delinquency and insulate children from violent victimization.

Preventing Drug, Alcohol and Tobacco Use

"Latchkey" children are at a substantially higher risk for risk-taking behavior, including substance abuse. Youth ages 10-16 who have a relationship with a mentor, an important component of a quality after-school program, are 46 percent less likely to start using drugs and 27 percent less likely to start drinking alcohol.

After-school programs can provide youth with positive and healthy alternatives to drug, alcohol and tobacco use, criminal activity, and other high-risk behaviors during the peak crime hours after school.

Decreasing the Amount of Television Watched

The most common activity for children after school is watching television. After school and in the evenings, children watch, on average, about 23 hours per week of television. Quality after-

school programs offer children and youth enjoyable alternatives to television watching during the after-school hours in environments filled with opportunities to learn and grow.

Enhancing Children's Academic Achievement

Improving Children's Grades and Academic Achievement

Young people attending formal after-school programs often spend more time in academic activities and in enrichment lessons than do their peers left unsupervised after school. Children whose out-of-school time includes 20-35 hours of constructive learning activities do better in school.

Studies indicate that students in after-school programs show better achievement in math, reading, and other subjects.

Increasing Children's Interest and Ability in Reading

Quality after-school curricula expose children to an environment rich in language and print. Quality, research-based tutoring programs also produce improvements in reading achievement.

Tutoring can also lead to greater self-confidence in reading, increased motivation to read, and improved behavior.

Improving School Attendance, Increasing Engagement in School, and Reducing the Dropout Rate

After-school programs can help children develop greater confidence in their academic abilities and a greater interest in school, both of which have been shown to lead to improved school attendance and completion rates. Students who spent even one to four hours a week in extracurricular activities were 60 percent less

likely to have dropped out of school by 12th grade than their peers who did not participate.

Increasing Homework Quality

The structure of an after-school program can make homework part of students' daily routine. This can contribute to children in after-school programs completing more and better-prepared homework because of their participation.

Increasing Aspirations for the Future

By giving children role models and the tools they need to succeed in school, after-school programs can help children realize their full potential.

Supporting Children's Social Development and Their Relationships with Adults and Peers

Improved Behavior in School

Research shows that children who participate in after-school programs behave better in class, handle conflict more effectively, and cooperate more with authority figures and with their peers.

Better Social Skills

The after-school environment allows children to interact socially in a more relaxed atmosphere. Research shows that children with the opportunity to make social connections in after-school hours are better adjusted and happier than those who do not have this opportunity.

Improved Self-Confidence

Youth organizations have indicated that the single most important factor in the success of their programs is the relationship between participants and the adults who work with them. Programs can provide the opportunity for youth to gain self-confidence through development of caring relationships with adults and peers.

Strengthening Schools, Families and Communities

More Effective Use of Funding

After-school programs can help school districts save money over the long term because of decreased student retention and special education placements. Where there is a decrease in juvenile crime due to a program, communities also save resources.

Greater Family and Community Involvement

Many after-school programs depend on and draw upon parent and community volunteers. Research show that when families are involved in schools, students do better. Educators can also expect that when family and community members make an investment in an after-school program, they will be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole.

What Works: Components of Exemplary After-School Programs

Quality after-school programs can provide safe, engaging environments that motivate and inspire learning outside the regular school day. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the communities they serve.

Common elements of quality programs include:

Goal Setting, Strong Management and Sustainability

Community coordination and collaboration are key to running successful programs.

Focus on the goals of the program. After-school programs should be clear about their intended goals. Establish goals through collaborative decision-making. Manage the program to meet those goals.

Solid organizational structure. A successful governance structure combines hands-on, site-based management with regular oversight and accountability.

Effective management and sustainability. Successful programs use annual operating budgets, accurate bookkeeping systems,

affordable fee structures, and multiple funding sources, including in-kind support.

Meeting legal requirements. Successful programs meet licensing requirements, address liability issues, carry adequate liability insurance, maintain appropriate records, regularly review health and safety practices, and comply with the Americans with Disabilities Act requirements.

Quality After-School Staff

All programs need staff who are qualified and committed, have appropriate experience and realistic expectations, and can interact productively with regular school staff.

Role of the program administrator. The program director helps ensure that the after-school program provides high-quality services that meet the needs of program staff, students and families. Effective administrators develop strong relationships with schools and community partners.

Hiring and retaining qualified staff. Programs should hire skilled and qualified staff that are experienced in working with school-age children. Programs should also provide attractive compensation and work scheduling packages to retain quality staff.

Professional development for staff. In order to sustain a quality program, staff should be provided with ongoing training and learning opportunities.

Use of volunteers. Volunteers can reduce the price of a program and the staff-to-child ratio. Incorporate volunteers into programs appropriate to their skill levels and interests.

Low staff-to-student ratio. For true student enrichment, the staff-to-student ratio should be between 1:10 and 1:15 for groups of children age six and older.

Attention to Safety, Health and Nutrition Issues

Creating safe places with adequate space and materials. Programs should be safe, close to home and accessible to all who want to participate. They should have adequate space for a variety of indoor and outdoor activities and age-appropriate materials for enhancing learning.

Meeting nutritional needs. Good after-school programs provide a nutritious snack and other meals when appropriate, for relaxation and socializing and to promote sound nutrition for participants.

Effective Partnerships

Implementing a quality after-school program requires collaboration among diverse partners: parents, educators, community residents, law enforcement agencies, service providers, community-based and civic organizations, colleges, employers, arts and cultural institutions, museums, park and recreation services, and public officials.

Steps to building an after-school partnership. Collaboration often requires changes in traditional roles, responsibilities, expectations, relationships, and schedules.

- Build consensus and partnerships among key stakeholders.
- Assess school/community needs and resources.
- Provide opportunities for both children and families within the school and the community.
- Address logistical issues.

- Obtain qualified staff and clearly define their roles and responsibilities.

Using community resources effectively. Communities can provide a wide range of resources for developing high-quality programs, such as funding, facilities, materials, job shadowing, mentors, tutors, and community service experiences.

Strong Involvement of Families

The success of an after-school program depends on the involvement of both families and the community.

Involving families and youth in program planning. Programs that include families and children in planning draw greater support from participants, families and the community at large. Activities are more fun and culturally relevant, and capture children and adolescents' interests better.

Attending to the needs of working parents. Good programs are designed with sensitivity to the schedules and requirements of working parents. They also accommodate family schedules, making after-school programs affordable, and provide transportation to and from after-school programs.

Enriching Learning Opportunities

By providing structured enriching learning opportunities, after-school programs can improve children's academic performance and meet their social, emotional and physical development needs. In addition, enrichment opportunities not available during the regular school day—such as art, music, and drama—can be offered to complement the regular school-day program.

Providing engaging opportunities to grow and learn. Quality programs allow children to follow their own interests and learn in different ways. Programming reflects the needs, interests, and abilities of children.

Challenging curriculum in an enriching environment. Successful programs make the curriculum challenging, but not overwhelming. A challenging curriculum accommodates individual student needs, coordinates with in-school instruction, and focuses on more than remedial work.

Coordinating learning with the regular school day. Good programs provide a continuity of learning for students through coordination with the regular school day and communication with teachers and staff.

Linking school-day and after-school curriculum. Quality after-school curricula integrate learning and enrichment through clear cycles of assessment, feedback, and evaluation that meet students' needs.

Linkages Between School-Day and After-School Personnel

Quality programs support and coordinate their activities with schools in a way that supports true partnering. Quality programs have:

Planning time to maximize children's opportunities. Time is provided for school-day and after-school staff to establish and maintain relationships of mutual respect and understanding.

Coordinated use of facilities and resources. Coordination between school and after-school staff regarding use of facilities and equipment is improved with communication and planning to prevent potential problems and misunderstandings.

Evaluation of Program Progress and Effectiveness

Effective after-school programs have a continuous evaluation component built into the design so that program planners can objectively gauge their success based on the clear goals set for the program.

Using data for improvement. A system of accountability and continuous evaluation supports program improvement. With this data, partners can discuss the progress and success of the program, which will help in decision-making around design and funding.

Continuous monitoring and shared understanding of program goals help staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes.

Designing effective evaluations. Programs should be evaluated regularly in ways that incorporate multiple measures of success that reflect program goals.

Communities Meeting the Need for After-School Activities

The following after-school programs are examples of how local communities across the country are meeting the need for safe and smart after-school activities that serve young people of all ages. These examples are by no means exhaustive; they are intended to illustrate the kinds of after-school programs that are working in schools and communities. The contact listed with each example has agreed to provide more information upon request.

Community Collaboration for Education Enrichment (CCEE)
YMCA of San Antonio and The Hill Country,
Hawthorne Elementary School
San Antonio, Texas
Contact: Sally Luedke, 210-246-9622

CCEE blends the resources, expertise, and services of the YMCA, youth service agencies, schools, and the community to deliver services to at-risk youth and their families. The YMCA, school districts, the City of San Antonio, the Texas Education Agency, foundations, and federal funding together support and maintain services in 17 school districts in San Antonio. Services are based on consultation with school faculty, collaborative partners, students, parents, and community leaders and include child care, care for children of teenage parents, tutoring, mentoring, service-learning, youth government, youth employment readiness, experiential education, academic enrichment and supports, arts, outdoor education, sports, intergenerational activities, and family/community involvement programs.

At the Hawthorne Elementary School Campus, YMCA collaboration with the community has been key to the success of the program. The staff nurtures and maintains partnerships with corporations, neighborhood businesses, universities, and human service agencies in delivering services to children and their families. With a permanent office within the school building, the program is staffed by a YMCA program director, aides, support staff, interns, parents, and volunteers. YMCA staff members attend school-day staff meetings to coordinate curriculum and activities. The collaboration between school day and YMCA staff has created a seamless system where activities throughout the day adhere to a core knowledge curriculum designed by Trinity University.

The Campus YMCA is one of several strategic school improvement initiatives underway at Hawthorne. Together, as a coordinated effort, these initiatives have significantly improved attendance, attitude, and academic achievement. Attendance has improved from 63rd among elementary schools in the San Antonio Independent School District to 12th. Parent and community involvement has improved dramatically. The physical, emotional and spiritual health of students shows excellent progress; and student achievement has improved significantly as have standardized test scores.

Lake County Teen Connection
After-School Program, 21st CCLC
Upper Lake, California
Contact: Shannon Smith, 707-279-0880

As a result of a 21st CCLC grant, five after-school programs in rural Lake County have been in operation since 1998. Middle school students around the county participate in enriching learning

opportunities from the moment the school day is over until 6:00 p.m., Mondays through Thursdays. Each site is staffed by two core staff members plus two high school students who serve as tutors. Each program begins the afternoon with an hour of homework completion and academic skill building, followed by an enrichment hour offering a broad range of learning opportunities structured as 6- to 10-week club sessions. Examples of clubs include cooking, photography, science, crafts, and clay. Once a week, the life skills instructor spends time with students on topics such as peer relationships, team-building, hygiene, finances, and health and nutrition. On Thursdays of each week, students work on their community service projects such as coat drives, campus clean-ups, participating in community events, and visits to retirement homes. The last hour of the program is recreational where students have the opportunity to hang out with friends, participate in structured activities, or spend time outdoors as weather permits. One night a week is teen activity night when the gyms are open for structured activities for all children. During the summer, a six-week recreational summer school after-school program is offered in conjunction with the summer school.

After the first year of operation, evaluation results indicated an increase in the overall student grade-point average, and decreases in disciplinary referral, detentions and suspensions of students in the program. Staff report that students are turning homework in on a regular basis, making new friends, and having fun. Staff also report that school-day teachers are more and more supportive and many are interested in donating time or become involved in the program as tutors or supervisors of a club activity.

Boys Harbor: The Harbor for Boys and Girls
East Harlem, New York
Contact: Gloria Schwartz, 212-427-2244, ext. 515

The Harbor is an urban community-based program located in East Harlem. It was founded in 1937 as a summer camp for disadvantaged youth, and is now a multi-faceted, education-oriented agency that offers over 4,000 youths ages 5-21 a range of services combining recreation, education, and guidance through holistic programming. The after-school component runs 3 p.m.-6 p.m. every weekday and all day on school holidays and in summer for elementary and junior high school youth, and serves on average 400 youths. The program focuses on supporting and reinforcing academic skills introduced in school, developing debating and critical thinking skills and resolving conflict. Areas of activity include science and the arts, sports, foreign languages, photography, filmmaking, computer workshops, ceramics, and cooking and nutrition.

One of the keys to sustaining the Harbor has been ongoing staff development and support. In the last five years, a full-time literacy specialist and resource development specialist were hired to help teaching staff develop thematic plans for encouraging and incorporating developmentally appropriate literacy practices into the various after-school activities. Students are often engaged in summer or school-year literacy projects researching and learning about such topics as world leaders, themes of the 20th century, and famous authors. Students choose to use such forms as art, poetry, videos, and plays to present their learning to other students at the Harbor. In addition, a literacy clinic is available to students through referrals. The staff at the Harbor maintains regular contact with the schools through teachers and parents.

Proyecto Sano y Salvo (Project Safe and Sound), 21st CCLC
Tucson, Arizona
Contact: Barbara Benton, 520-617-7434

With a 21st CCLC grant, Proyecto Sano y Salvo opened its doors in September 1998 at three Tucson, Arizona, middle schools. Each middle school has an advisory committee composed of teachers, school administrators, parents and community members who collaborate to design after-school enrichment courses that are aligned with the school's core curriculum. The after-school programs are open five days a week from the end of school until 6:30 p.m., and at least one Saturday a month for family activities. Each program has an after-school coordinator with courses taught by teachers, community members, and students from the University of Arizona and Pima Community College. The colleges also provide tutors.

During an afternoon, youths have the opportunity to choose from a number of courses focused on math and science, fine arts, computer technology and social development. Examples of courses include a science-based curriculum designed by the University of Arizona; Boot Camp provided by officers from the Davis-Monthan Air Force base and teaches youth respect, discipline, physical conditioning, social awareness and teamwork; and a class in African American Studies offered by the Tucson Urban League. After-school students have also built model airplanes and a model biosphere, learned about automobiles, and solved a crime using DNA testing.

The summer program consists of a morning rotation of reading, language arts, math and science classes and afternoon electives such as arts, music, marine biology, folk dancing and drama. Youths keep journals for each project.

Proyecto Sano y Salvo has also begun implementing a program improvement and evaluation model. Building off a sophisticated data collection and entry system that already exists through the Tucson Unified School District, program and evaluation staff have designed instruments and templates, scannable surveys, and a continuous feedback system for program-level data collection and input, and analysis and feedback. Early observations by staff note that school attendance has improved as a result of the after-school program, as well as lower suspension and adjudication.

Summer Transitions
Little Rock, Arkansas
Contact: Don Crary, 501-374-1011

New Futures for Youth in Little Rock, Arkansas, in partnership with the Center for Human Resources at Brandeis University, piloted Summer Transitions, a capacity-building effort to improve school and career options (with an emphasis on math and science) for youth. The initiative strives to integrate lessons learned from education reform, workforce preparation, and positive community youth development, and emphasizes an asset-based approach to learning and the importance of strong youth-adult partnerships. Funded by DeWitt Wallace-Reader's Digest Fund, the project-based learning effort focuses on the following specific outcomes: 1) increasing learning gains among youths at high risk of falling behind in school; 2) improving their knowledge of the connections between school and work; 3) enhancing their understanding of opportunities in the labor market, including education fields; and 4) providing local businesses with a model that demonstrates the role they can play in education.

During the summer of 1999, four sites in urban Little Rock participated in the Summer Transitions initiative. The initiative focused on incoming 9th-grade youths who were behind in math and science. A community-based after-school provider and a school teacher formed a team at each site to coordinate the six-week full-day summer program. Projects at the sites included researching, designing, and constructing a community-based science lab, pool tables, and portable greenhouses. Participants working on the greenhouses also began production of a how-to manual for youth on how to build a greenhouse. This manual will be completed during the regular school year after-school program. Another site designed and constructed math and science manipulatives and taught younger children the concepts represented by the manipulatives.

At the end of the six-week summer initiative, one site reported significant increases in math scores. Students reported they not only felt good about increasing their math and science scores, but also learned a great deal about how to get along with others, and gained problem-solving and decision-making skills. "We want this all summer and during the school year!" said many participants. Participating teachers and community-based organization providers plan to continue ongoing and supportive relationships to link and expand learning opportunities throughout the day. During the next two years of planning for full-scale implementation, the initiative will focus on building a curriculum to infuse learning and enrichment, and continue to work with the same students as well as engage additional students.

After-School Resources

Web sites

National Performance Review
www.after-school.gov
A one-stop shopping Web site for parents, teachers, after-school providers, and kids to learn about after-school resources from many different government and non-profit agencies.

U.S. Department of Justice
Justice for Kids and Youth Home Page
www.usdoj.gov/kidspage
Children and youth can learn about crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system on this Web site.

U.S. Department of Health and Human Services
www.hhs.gov
The many resources available through this federal agency are featured on its Web site.

U.S. Department of Education
www.ed.gov
Find the latest news about national education issues; review education-related publications and statistics, and learn about the offices and programs at the U.S. Department of Education. Go to www.ed.gov/21stcclc/ to learn more about the Department's after-school program.

Partnership for Family Involvement in Education
www.pfie.ed.gov
Visit this Web site for information about the partnership, including how to join; a list of members; examples of partner activities; a comprehensive listing of U.S. Department of Education publications on family and community involvement, including after-school program; and other resources.

Publications

As you think about organizing and implementing an after-school program, you can find helpful information and other free publications through the U.S. Department of Education's Web site. To order publications, call ED Pubs, a Department service that provides publications free to the public in printed form and in alternate formats, such as Braille and large print, upon request. Call toll-free at 877-4ED-PUBS, or order online by visiting the Web site at www.ed.gov/pubs/edpubs.html.

- *Working for Children and Families: Safe and Smart After-School Programs*
- *Keeping Schools Open as Community Learning Centers*
- *Give Us Wings, Let Us Fly*
- *Afterschool Action Kit: Get Into Action*

OVERVIEW

The Partnership for Family Involvement in Education

PARTNERSHIP for Family Involvement in Education

"Better Education Is Everybody's Business"
—U.S. Secretary of Education Richard W. Riley

What We Do
The Partnership's mission and activities

- Increase opportunities for families to be more involved in their children's learning at school and at home.
- Strengthen schools and improve student achievement levels.

Who We Are We are thousands of partners joined together in a growing grassroots movement to support student learning according to high standards. We come from families, schools, and a variety of businesses, communities, and religions, and are organized into four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

The Benefits of Joining

- Connect with other groups to share ideas about educating our nation's children;
- Work together to increase and improve efforts to help children learn;
- Get the latest information about family involvement in education and related activities; and
- Receive recognition for visible commitments to education at the local, state, and national levels.

Local Activities of Partners

At the local level, partners support efforts to:

- Strengthen family-school partnerships through good communication and mutual responsibility for children's learning;
- Adopt family- and student-friendly business practices;
- Provide before- and after-school learning activities for children;
- Make effective use of facilities-schools, community buildings, churches-for children and families; and
- Give parents the resources, training, and information they need to help children learn, and teachers and principals the tools they need to engage families.

Nationwide Activities of the Partnership

In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

Helping children read throughout the summer and the school year. Known as the *America Reads Challenge*, this activity focuses on maintaining and developing children's reading skills during the summer months and before and after school. Participating children read and write for thirty minutes every day with teenage and adult partners who share a love of reading with them.

Supporting learning right from the beginning of the new school year. Known as *America Goes Back to School*, this activity brings Americans together during the months of August through October to share their experiences and talents with children in schools across the country. Going back to school with children sends the message of participants' year-long commitment to helping students learn and supporting schools in their efforts.

Planting the seeds of college attendance. Known as *Think College Early*, this initiative helps increase awareness about the importance of attending college and builds support for middle and high school students to take the courses needed to enter college and to be prepared financially.

Keeping kids safe and smart all the time. Supported by the *21st Century Community Learning Centers* grant program, before- and after-school planned activities expand learning opportunities for children in safe and drug-free environments.

To join and for more information call 1-800-USA-LEARN or visit the Web site at <http://pfie.ed.gov>.

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PARTNERSHIP
for Family
Involvement
in Education

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

Partner Registration

To join and receive your Partnership Promise Certificate, enter the information requested below and mail or fax to: Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173. Fax: 202-205-9133.

The registration must include a contact person and phone number in order to be processed. The information you provide may be made available by the U.S. Department of Education on the web, and, in any event, is subject to the Freedom of Information Act, and will be made available to requestors upon request.

We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning.

Name of Partner group or school: _____

Address line 1: _____

Address line 2: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

Contact Information:

Head of Organization: _____

Contact Name: _____ E-mail: _____

Is your organization a(n) (Please check one):

☐Family-School Partner ☐Employer for Learning
☐Community Organization ☐Religious Group

OMB Number: 1860-0505 Expiration Date: 10/31/2001

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0505. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

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❁ As a ***Family-School Partner***, our school will be welcoming to families; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support the inclusion of families in the school decision-making process.

Our families will monitor student attendance, homework completion and television watching; take time with and listen to their children; become acquainted with teachers, administrators and the school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process. ***We pledge to*** --

- Share responsibility at school and at home to give students a better education and a good start in life.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for the school staff members to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

❁ As ***Employers for Learning Partner***, we recognize that a strong and vigorous economy, for our businesses and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens and our long-term investments for the future. ***We pledge to*** --

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships to promote, implement, and improve family-friendly policies and practices.

❁ As a ***Community-based Organization Partner***, we support family-school compacts and affirm the importance of family-community involvement in students learning. ***We pledge to*** --

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality learning, cultural and recreational activities after school, on weekends and during the summer.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

❁ As a ***Religious Communities Partner***, we affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

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